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Early Ed And Culture

By: All A+ Essays



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This Assessment consists of a series of short-answer questions and scenarios that explore the impact of power, privilege, and institutional oppression as well as bias and discrimination in areas that include gender, race, religion, sexual orientation, socioeconomic status, and ability. To complete





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this Assessment:-Download the CR002 Short-Answer Template and answer each question in 3–4 paragraphs.- Download the Writing Checklist to review prior to submitting your Assessment. All submissions must follow the conventions of scholarly writing. Properly formatted APA citations and references must





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be provided where appropriate. Submissions that do not meet these expectations will be returned without scoring Short Answer 1 Q1. You are the director of Fun Start Day Care, a culturally and socioeconomically diverse early childhood care center in an urban area. You observe John, an early





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childhood professional in one of your classrooms. John is a young, white, Christian, and a recent college graduate from a small town. One of the white children in John's classroom asks one of the black children why his skin is so dirty for the whole class to hear. John does not answer the question.

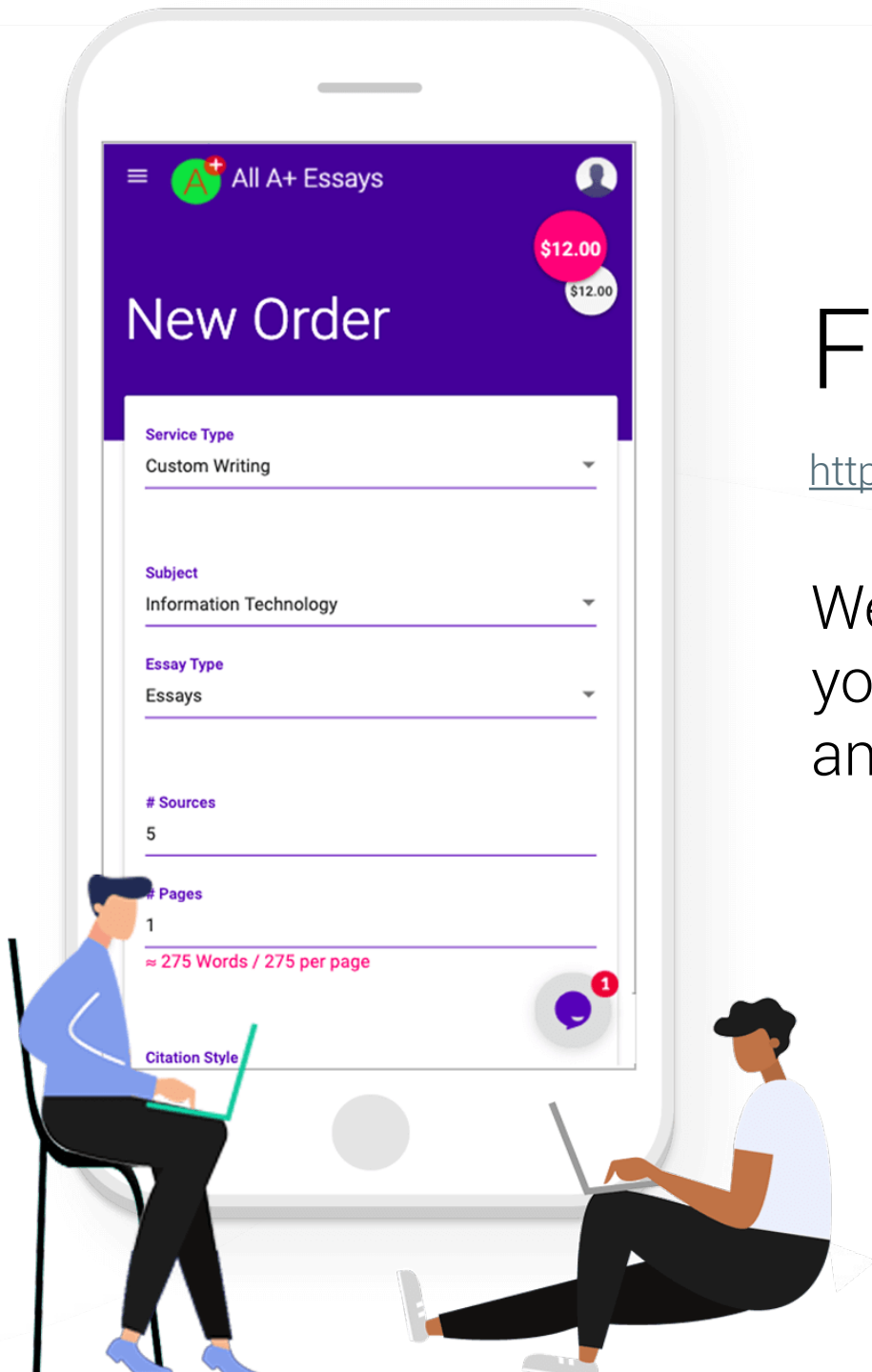


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reflects only mainstream cultural practices and identities. The children in the classroom begin to behave in ways that reflect this bias as well. John never discusses racial discrimination or sensitivity, and instead, chooses to ignore the diverse nature of his classroom in favor of a model that





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assumes that all the children are the same and have the same needs. Explain how the following key concepts apply to the classroom situation described in the scenario: in-group bias, racial socialization, and culturally-responsive teaching. Your ResponseEnter Your Response HereRubric 0Not





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Present1 Needs Improvement2Meets Expectations3Exceeds ExpectationsSub-Competency 1: Explain how bias, discrimination, privilege, and power potentially impact children, families, and professional practice.Learning Objective 1.1: Explain how in-group bias, racial socialization, and culturally





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responsive teaching apply to early childhood contexts. Explanation is missing. Response vaguely explains how the key concepts apply to the scenario. Response clearly explains how the key concepts apply to the scenario. Demonstrates the same level of achievement as "2," plus the following: Response



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Miss Shauna's class. Miss Shauna has read about Afghanistani culture, has seen many acts of violence on the news taking place in Afghanistan, and is worried about the class accepting Wadja and how she will adjust to her new environment. Upon meeting the family and Wadja, Miss Shauna realized that





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she was very well adjusted, a bit shy, but was becoming more curious about the other children. After a few weeks, Miss Shauna noticed that Wadja started to take her headscarf off after her parents dropped her off in the morning. Wadja also seemed a bit self-conscious about the food her parents





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packed for her, resulting in Wadja sitting alone or sometimes saying she was not hungry and did not want to eat. Many of the children in Miss Shauna's classroom have relatives who are serving in the military, with some stationed in Afghanistan. One boy in class told Wadja that his uncle killed





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people in Afghanistan. One of the other children recently made a comment directed toward Wadja that “all Muslims are bad.” He later revealed that he had heard his grandfather say this a few times recently. Explain how the following key concepts apply to the classroom situation described in the





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potentially impact children, families, and professional practice. Learning Objective 1.2: Explain how acceptance and non-disclosure of discrimination and discrimination based on religion apply to early childhood contexts. Explanation is missing. Response vaguely explains how the key concepts apply to





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the scenario. Response clearly explains how the key concepts apply to the scenario.. Demonstrates the same level of achievement as "2," plus the following: Response includes a relevant example from personal experience, professional practice, or academic resources. Learning Objective 1.3: Explain how





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acculturation and privilege and power apply to early childhood contexts. Explanation is missing. Response vaguely explains how the key concepts apply to the scenario. Response clearly explains how the key concepts apply to the scenario. Demonstrates the same level of achievement as "2," plus





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the following: Response includes a relevant example from personal experience, professional practice, or academic resources. Short Answer 3Q3. Rosa is a new administrator at Building Blocks Day Care, an early childhood care center. She is 25 years old and arrives at the center at 5:00 a.m. to do

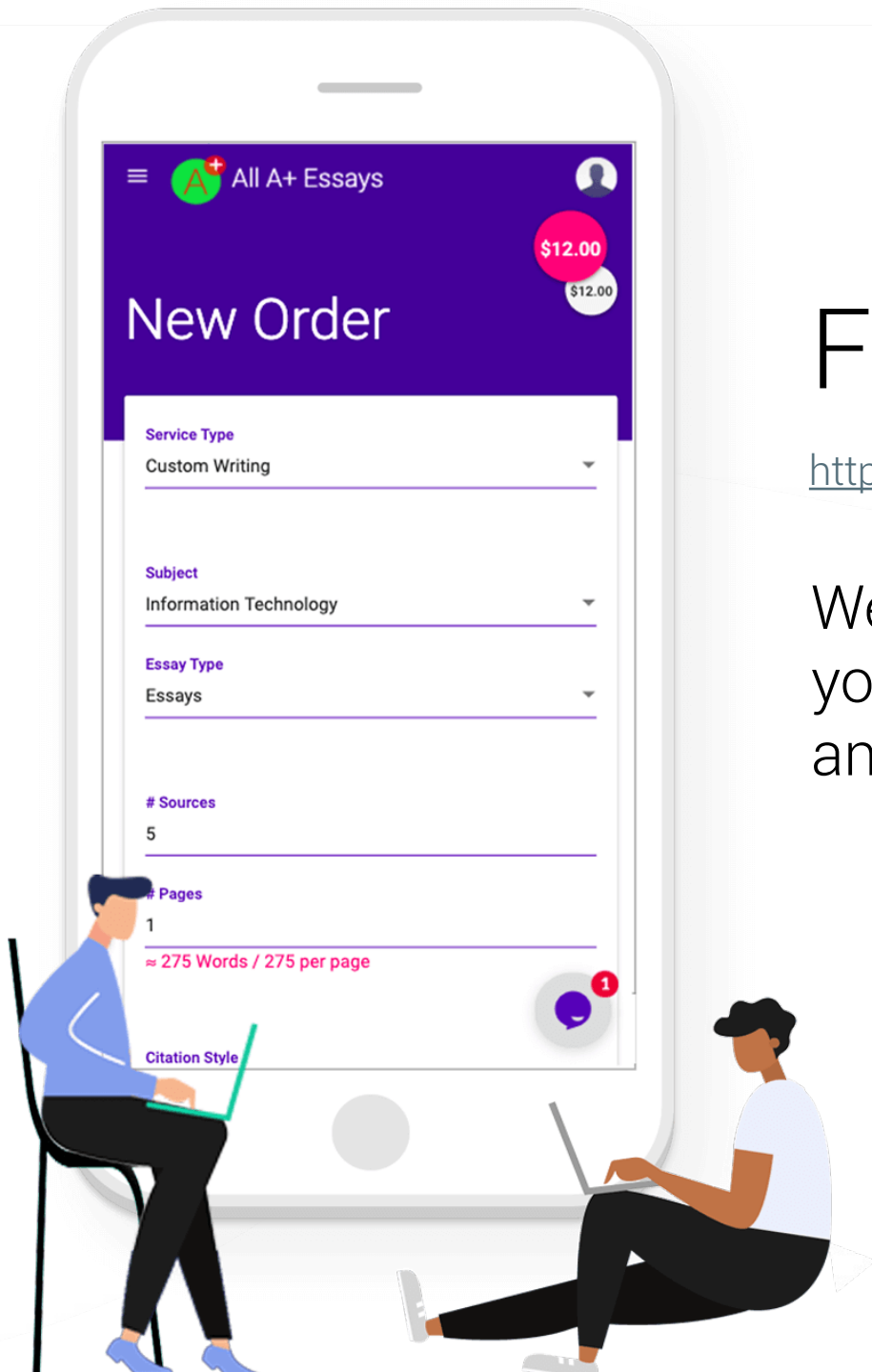


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stop bringing in treats for the staff, since they are “filled with sugar and unhealthy.” Marco reluctantly complies. At a staff meeting a few weeks later, Rosa presented information about obesity in the workplace. In the staff meeting, Rosa said, “If you are overweight, you are setting a bad example





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for the children in this center." Marco is concerned about his ability to get into shape, as he has recently undergone knee surgery. Rosa, however, constantly reminds the staff of the importance of setting a healthy example. One day she walks into the kitchen while Marco is putting sugar in his





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coffee and says, "I NEVER put sugar in my coffee. Have you ever thought of giving it up?" Eventually, Marco complained to the director of the early childhood care center. He was told that Rosa has come in to make some much needed changes at the center and that the entire staff should follow her





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example. Marco becomes worried about his job security but does not feel that he has any support from anyone at the center. Explain how the following key concepts apply to the classroom situation described in the scenario: perceived discrimination; discrimination based on appearance; and





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Objective 2.1: Explain how perceived discrimination, discrimination based on appearance, and microaggressions apply to early childhood contexts. Explanation is missing. Response vaguely explains how the key concepts apply to the scenario. Response clearly explains how the key concepts apply to the





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scenario. .Demonstrates the same level of achievement as "2," plus the following: Response includes a relevant example from personal experience, professional practice, or academic resources. Short Answer 4Q4. Lela's early childhood care center classroom includes many students of different





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ethnicities. The assistant director has noticed that she uses many culturally and linguistically responsive practices, including providing materials that reflect each of the families' home cultures and translating materials, such as classroom newsletters, into the languages spoken within the





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environment. During a classroom observation, the assistant director noticed that there was a population of students of a particular ethnicity that Lela tends to interact with less—it's very subtle, but Lela did not call on these three students during the morning meeting. When two of the children



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director brought her concerns to the director, as was their organization's protocol, the director responded, "Well, children from that background are generally more self-reliant. I don't think you need to do anything about it." You continue to monitor the situation despite the director's dismissal





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of your claim. You notice that this specific group of children eventually stopped attempting to participate in class. They were less engaged in the activities and less social with the other children. Explain how the following key concepts apply to the classroom situation described in the scenario:





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implicit bias; institutional bias; and anti-bias education. Your
ResponseEnter Your Response HereRubric 0Not Present1Needs
Improvement2Meets Expectations3Exceeds ExpectationsSub-
Competency 3: Explain institutional oppression and its impact
on children, families, early childhood professionals, and



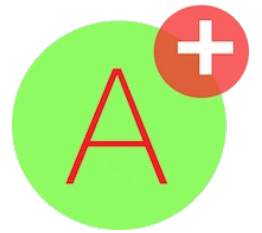


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communities. Learning Objective 3.1: Explain how institutional bias applies to early childhood contexts. Explanation is missing. Response vaguely explains how the key concepts apply to the scenario. Response clearly explains how the key concepts apply to the scenario. Demonstrates the same level



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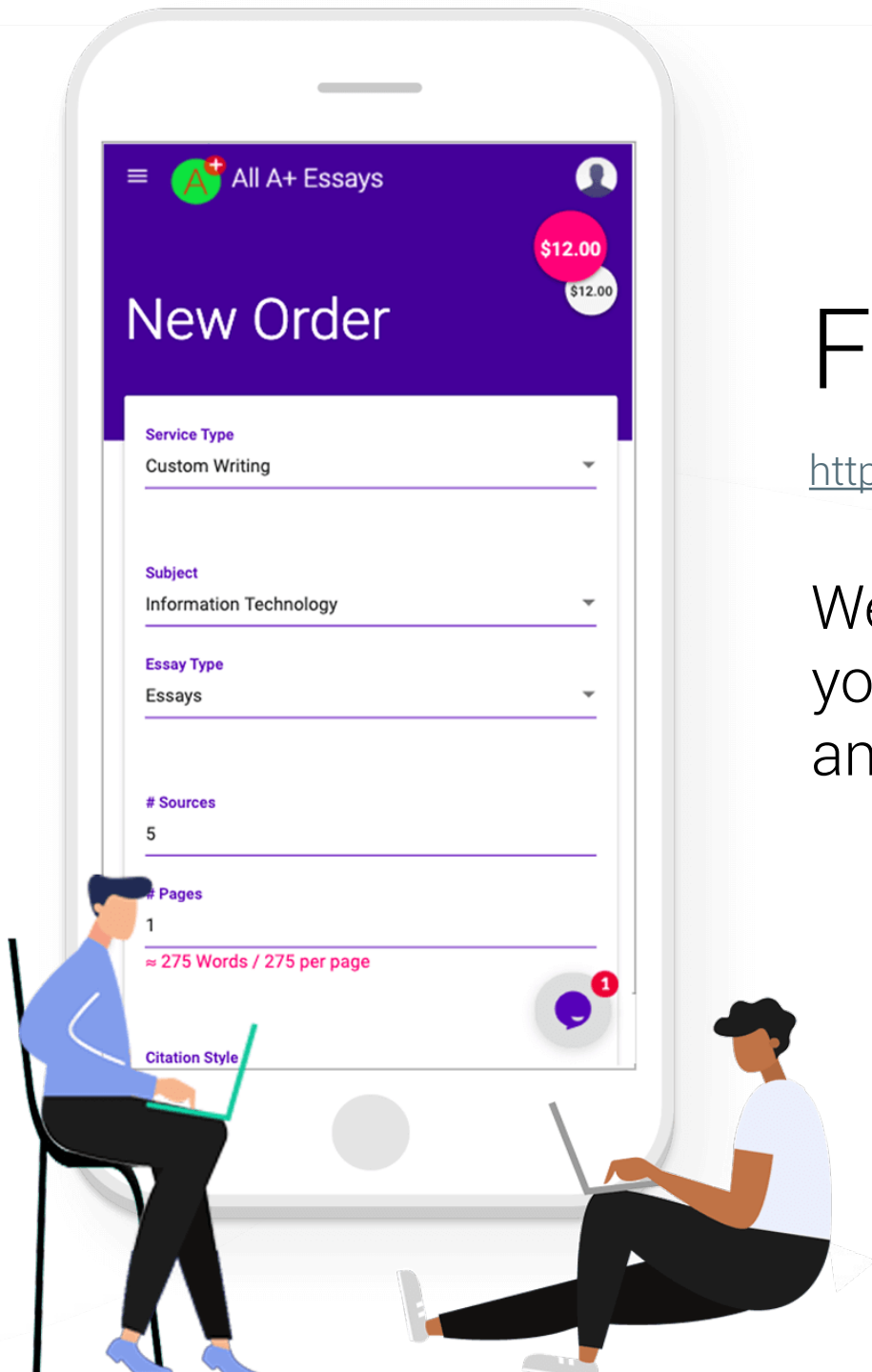
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lunch to students. He has two Jewish students and one Muslim student in a group of primarily Christian children. Sometimes these students are not able to eat certain parts of the provided lunches because of religious dietary restrictions, and must request special food in front of the rest of the





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class. This has a tendency to isolate the children and cause them to stand out more than necessary. Sometimes they are teased for their differences, as the other children have begun to recognize these situations as habitual. There are other issues as well. For example, Fridays during the winter





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require that the Jewish student leave earlier than the other children in order to make sundown. The focus on the Christian calendar is another isolating factor. While some of the Jewish holidays are discussed at the center, there is no attention to the holidays and traditions that correspond with





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Islam. This sometimes causes attendance problems and confusion, as well as the common isolation felt by the students who do not celebrate Christmas and Easter. Explain how Carlos may be able to mitigate the effects of bias and institutional discrimination on children, families, and the early



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4.1: Describe practices that can mitigate the effects of bias and discrimination on children and families. Description is missing. Response includes a vague description of one practice that can mitigate the effects of bias and discrimination on children and families. Response is supported by vague





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connections to the professional knowledge base. Response includes a clear description of at least one practice that can mitigate the effects of bias and discrimination on children and families. Response is supported by logical connections to the professional knowledge base. Demonstrates the same level





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of achievement as "2," plus the following: Response includes a clear description of at least two practices that can mitigate the effects of bias and discrimination on children and families. Short Answer 6Q6. Thabisa is an early childhood professional at an early childhood care center. A new child





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named Dana, who has two gay fathers, recently joined her class. She is perfectly comfortable with this, but is a little worried that it may be a controversial issue for some of the parents of other children at the center. Therefore, Thabisa chooses not to discuss it with the rest of the class. Both





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grandparents, older and younger siblings, and even some step-and half-siblings as well. Dana does not join in the discussion. Later that afternoon, the children are tasked with drawing pictures of their families. Dana's picture comprises her two fathers and the two family dogs. The other children





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see her picture and ask where her mom is, at which point Dana becomes very withdrawn. When her father comes to pick her up later, Thabisa hears her ask him, "Daddy, are we not normal?" in early childhood settings. Your Response Enter Your Response Here Rubric 0 Not Present 1 Needs Improvement 2 Meets





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Expectations3Exceeds ExpectationsSub-Competency 4:
Describe practices that can mitigate the effects of bias and
discrimination on children and families.Learning Objective
4.2:Explain the importance of promoting tolerance and diversity
in early childhood settings. Explanation is missing. Response





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vaguely explains the importance of promoting tolerance and diversity in early childhood settings. Response is not supported by connections to the professional knowledge base. Response clearly explains the importance of promoting tolerance and diversity in early childhood settings. Response is





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